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AUTHOR Anderson, Stephan C.; Lauber, Lyle C.
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ABSTRACT

This instructional booklet is part of Learning Package #3 on self-concept development used in conjunction with the Child Development Training Program at Bemidji, Minnesota. This booklet is intended to help the parent to be aware of family processes and how one's self-concept affects these processes, and to develop skills in relating to their children. The booklet is divided into nine sections and emphasizes: (1) how the family contributes to the child's growth and development; (2) differing family values; (3) self-defeating patterns of parenting; (4) understanding the goals of children's behavior; (5) understanding interactions within the family structure; (6) principles of child-rearing: the democratic model; (7) teaching responsibility to children; (8) communication between parent and child; and (9) building self-esteem in the family. Also included are a list of suggested readings and a package evaluation form. (The entire Learning Package #3 consists of the instructional booklet containing reading materials and 16 written activities, various book selections and an audiotape entitled "Under Stress: Keeping Children Safe.") (SE)

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THE FAMILY:

DEVELOPMENT OF SELF IN CHILDREN

The Third Learning Package of the Self Concept Component of the Child Development Training Program at Bemidji State University, Bemidji, Minnesota.

By

Stephen C. Anderson, A.C.S.W.

and

Lyle C. Lauber

©

By

Stephen C. Anderson
and
Lyle C. Lauber
1976

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8.3.3.2. Leontine Young, Life Among the Giants

Select one of the following three books:
8.3.3.3. Leontine Young, Wednesday's Children
8.3.3.4. Leontine Young, The Fractured Family
8.3.3.5. Robert Coles, Children of Crisis

Select one of the following three books:
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8.3.3.8. Thomas Gordon, Parent Effectiveness Training

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OBJECTIVES

1. To understand the concept of family.
2. To gain an understanding of the effect of family on your own self concept.
3. To develop an awareness of family differences and how they affect family members.
4. To develop an awareness of your impact as a parent on self concept development in children.
5. To be able to recognize goals of children's behavior.
6. To develop skills that help reinforce responsibility and independence in children.
7. To develop skills in communicating and listening to children.
8. To be able to work with parents to strengthen their skills in promoting positive self concept in the home.

INTRODUCTION

"Children are the world's most valuable resource and its best hope for the future."

-Robert Kennedy

The place where I am writing is an ideal one for a package about the family and the development of self in children. Sitting in my living room amid the legos, trucks, front-end loader, dolls and the busy activity of my three children, I could not have found a more realistic setting. Although the writing style may have suffered because of my far from sterile setting, hopefully there will be a realness to what I have written and to the practical suggestions offered.

My three children, Chris; age five; Megan, age two; and Will, age one, must be given credit for much of what I have to share. The three of them serve to keep me honest and to spare you from great sounding but horribly impractical ideas often found in material like this. In addition, the encounters with children and families I have had ranging from the Y.M.C.A., camping, juvenile probation, and clinical social work also have given me a lot of insight and learning experiences.

I have enjoyed co-authoring this package with Lyle Lauber. Special recognition is given to my wife Rosalie who has given her ideas and many hours of editing and rewriting this package to be more readable. I hope that you find this package meaningful and productive in better facilitating your understanding of the family and its impact on the development of the child.

Steve Anderson

I believe that it may be helpful to you in reading, understanding, using and criticizing this package if you know something about me and the frame of reference from which I write.

Unlike Steve with small children under foot, I am writing from the confines of the basement recreation room while our two teenagers are involved in some extra-curricular school activity. So, I find myself fantasizing those parent-child relationships that were a part of our earlier family life.

I grew up on a farm in northern Ohio in a community that strongly abided by the tradition of their German ancestry. My family consisted of mother, father, brother and sister and myself, the "baby of the family." Oh, how I disliked being referred to as "the baby." I grew up with the idea that our family life was somehow more normal than anyone elses. Throughout my developmental years I always compared other family life styles to our standard or normal one.

When I married, my wife and I both attempted to duplicate our respective family life styles. We found conflict due to the great differences. So, we settled on developing our own ways of relating to one another and to the children. In developing our family relationships we drew from our own early experiences, from others we observed and from reading. We discovered there was no definitive "normal" family life style, and that all were uniquely their own, all having something to offer to us. I now see our family as unique, as I see others as unique. I no longer measure ours or others as being normal or not.

As we learned from others, I share with you the thoughts in this package in the hope that they will offer you some additional ideas in further developing your unique family life style, and so that you may help others in that end.

Lyle Lauber

I. THE FAMILY AND CHILD DEVELOPMENT

How would children develop without a family? They couldn't...impossible... they's suffer emotionally...and hundreds more reasons why a child needs a family. But what and how does the family contribute to the child's growth and development? The answer to that question is the essence of this chapter.

The family is a universal social institution that has been created to meet universal human needs or serve universal social functions. Every human being has those basic needs that he seeks to fulfill throughout his lifetime. First, all humans seek to satisfy the physical needs for food, shelter, safety and comfort. There are the basic needs of physical and psychological safety. Although the family is not absolutely necessary to meet these needs for adults, it is a more convenient means. Infants and younger children depend completely on the family or some similar system to meet these basic needs. Unless the needs are met and maintained throughout a person's lifetime, that person will have great difficulty in meeting any social needs. Social needs include: 1) a primary relationship with significant others; 2) a place where persons grant him acceptance, recognition and respect; and 3) a sense of achievement of meaningfulness of purpose in life.

The family provides a nucleus of persons to help the individual develop a sense of identity, a place or way to test the reality of life. The process for establishing a sense of identity also provides for a simultaneous development of self-esteem. To the extent that a person knows himself, to that extent he may feel a sense of esteem and may help others develop a sense of esteem.

William Glasser, in "Reality Therapy," theory explains the needs in a similar and quite understandable fashion. All humans have two basic needs; 1) to love and be loved; and 2) to feel worthwhile to self and others. Those two basic needs are met through 1) meaningful involvement with others and 2) standards acceptable to self and others. In applying this theory to family life, it means that the family must help all individuals develop some standards of values that may be used to measure one's sense of achievement or purpose in life. Meaningful

involvement among family members consists of the ability to communicate feelings to one another, the ability to maintain the relationship in the face of some deviant behavior, the ability to withstand suffering with one another, the ability to focus on here and now goals vs. the historical past, the ability to increase the depth of the relationship by allowing all persons to care for one another, the ability of the parents to have their values tested by their children,and adults who are willing to share their present day life struggles with their children. According to Glasser, when children are allowed to develop in such a family which is also characterized by love and responsibility, then those children become adults who find it relatively easy to go about the task of continuing to meet their basic and social needs.

All societies seem to need some orderly system of reproduction of their kind. The family serves that basic societal function. Other basic functions include providing a sense of social status. All humans supposedly need to know where they stand in relation to others. The family provides a very clear assignment of such status. Social roles are learned in the family. Roles are a prescribed way of acting so that fewer adjustments are necessary and so life becomes more predictable. The family serves the function of socialization which is the process of internalizing a system of values, do's, dont's, beliefs, attitudes, etc. into one's own so that each individual will respect the rights, privileges and freedom of others.

The family provides a means of protection for children. Someone must be responsible for protecting the young from those defined dangers of the world. In reviewing all of the above basic functions of the family, the most basic is that of providing a means of awarding affection or emotional nurturing. In our age of

Activity #1: Think about your own family relationships, past and present. What needs do you have that are met by your family? How does your relationship with your family affect your self concept? Think of a time when an experience with your family positively affected your self concept. Think of a time when an experience with your family affected your self concept negatively. Write down your thoughts and discuss them with your Field Advisor.

Activity #2: Read either Virginia Axline's book Dibs: In Search of Self, or Leontine Young's book Life Among the Giants. Write down some of your thoughts and reactions about what the author says. How do our expectations and views of children affect their self concepts?

II. RECOGNIZING DIFFERENCES: VALUES

"Family" can be defined in many ways. The first chapter looks at family in terms of its functions. In other words, what needs do families meet? A second meaning is the dictionary definition. Webster's 7th New Collegiate Dictionary defines family as

> ...a group of individuals living under one roof and usually under one head. Household: the basic unit in society having as its nucleus two or more adults living together and cooperating in the care and rearing of their own or adopted children.

This meaning given to "family" reflects its general usage by the majority of people in our society. A third meaning of family may be your own based upon your own personal values. Values are your judgements about what is good or right. Values are your qualitative preferences. In order for a preference to be a value, it must be something that you as a person:

1) Prize and cherish - you hold it dear and sacred to you.
2) Publically affirm - you are not afraid to let others know how you feel about it.
3) Chosen from alternatives - you are not afraid to let others know how you feel.
4) Chosen freely - no one has pressured you to choose your value.
5) Considered the consequences - what will happen if you choose a certain value.
6) Acted upon.
7) Acted upon with repetition.

Thus, to you, your preference of "family" may be defined in terms of a mother-father and children. Today, to other people, family may be a preference for only husband-wife and close friends. How do we define family and what constitutes good family life stems from our personal value system. What happens then if your "family" values are difference from mine, and how do we deal with those differences?

First of all it is important to recognize that although all families share many things in common, that families are differential. Each family is unique and has its own strengths and weaknesses. Secondly, it is important to recognize what ways families are different.

In working with children it is important that we not impose our own set of values, but rather that we convey a positive acceptance in legitimizing the differences of values. This means that we need to make ourselves more aware of other values by our own.

1. Family Structure

Families may differ in terms of who the "family" members are. We need to be sensitive to the fact that not all children are biologically born to their parent figures - foster children, living with grandparents, a mother and her "boyfriend," etc. Often we get too hung up in the biological aspects of parenthood, rather than the nurturing aspects. We must also be aware that many children do not live with both parents. As a child in a single-parent family, I resented teachers asking what my daddy did, and father-son banquets.

Various family structures are further discussed in Chapter Six of the package. It is important for us to realize now, however, what we think of in regard to family structure when we hear the term "family," and to be more careful to not reinforce the stereotype of father, mother, and brother or sister when discussing family. We must also ask ourselves honestly what our values are in relation to family structure, and also, if that affects our relationship with the child and his family. For example, how do we feel about the child who lives in a commune or with his unmarried mother and her boyfriend? Do our prejudices add to the self-fulfilling prophecy: the way we see someone is the way they will become? By accepting the differences in family structure, we also help the children we relate to to accept them as well. While it would not be appropriate to force children to say

grace before a meal, it would be appropriate to provide the opportunity for those who wish to do so.

2. Roles

What roles a family values, will play a significant part in the development of self concept. A traditional family will assign certain positions with corresponding behaviors to its family members. For instance, a traditional family may assign the breadwinner and decision making role to the father while the mother will be perceived as the homemaker. In this type of family male and fenale roles may be quite rigidly defined. In terms of play, girls may be reinforced in play behavior which relates to that of their mother. This behavior for boys may be regarded as sissified and they might find reinforcement in more aggressive and masculine behavior. In some families, discipline may be more authoritative and children will be expected to do as asked. Children from a more equalitarian family, on the other hand, may have fewer rigidly defined roles. They may be more open to trying out new experiences. At the same time they may be more demanding and less pliant when directed to do things. These children will want to have input into the decision making process and will choose to cooperate on the basis of their understanding of alternatives open to them. These children will place less emphasis on the role position of the adult and more emphasis on the quality of the relationship established. How children respond to adults in non-family settings will depend on the value of the family to role.

3. Rituals

Family rituals are also an important part of our value system. This includes not only family traditions such as a Christmas dinner of special foods served only at Christmas or special family birthday celebrations, but also family schedules and routines. Some families value mealtimes as social experiences - everyone eating meals together and remaining at the table until the family finishes. Other

families regard eating as a necessity and everyone eats whenever they're hungry. Some families have a set routine and definite bed time that never varies; others give children the responsibility for getting themselves to bed when tired. Children from the same families may adapt quickly to center routines; children from others may be used to a more independent environment and resist such things as nap-taking. It is important that we look at our own values when we relate to children and families and constantly ask: Am I expecting this because it is a ritual that I value, or am I trying to adjust my expectations to meet the needs of each individual child and reinforce positive feelings about his family and his rituals? How can I combine the two together and have a center program that's comfortable for each child without putting either the child or his family down?

4. Culture

Many family practices and values are the results of cultural differences and ancestral background. Although it is impossible to take a family and separate all those things about it that are specifically cultural, it is important to have an awareness of cultural differences, and how they relate to others' values and our own values. For example, in some cultures, family togetherness is very important. Community and social events are attended as a total family. Families may also work out problems and share feelings only with other family members. In some cultures, children are encouraged to respect adults and be subservient to them, in others, children are encouraged to respect all people as equals. These things all affect a child and how he sees himself and reacts to situations outside of his family.

It is important to realize that all families, even within a given culture, are unique, and that no matter how positive the traits, one cannot stereotype and list ten traits a family from a certain culture definitely possesses. However, recognising cultural differences is important, and disregarding a family's value system

may also be disregarding a family's cultural heritage as well.

5. Religion

Families we come into contact with may range from being agnostic, Catholic, Protestant, Jewish, Jehovah Witness, Mormon, etc. Family values may or may not be heavily influenced by its religious values. Strongly religious families may place heavy emphasis on saying a prayer of thanks before a meal. Other religious values may restrict certain activities. Some families may not place a value on the concept of heaven while others may have very fixed views.

We must convey a positive feeling about religious differences - this doesn't mean agreeing with all concepts, or only reinforcing our own beliefs, but rather, reinforcing the idea that all religious beliefs are personal and acceptable. For example, it would not be appropriate to force children to say a table prayer before a meal: it would be appropriate to provide the opportunity for those who wish to do so.

6. Environment

The general environment of a family's life style is also a part of its value system and directly affects the way a child sees himself and relates to the rest of the world. If a child came from a family where trust is important, he will be able to develop trusting relationships with others. Affection and caring are other values - how affection and love are shown in the family affects the way a child relates, as does how family members control emotions. A child from a family where feelings are fully expressed and accepted will react differently than a child from a family where feelings are never shared. It is important to look at those values a family reinforces: Is the family child-centered, adult-centered, or person-centered, dependence or independence, competence or incompetence, cooperation or competition, possessiveness or sharing? All of these values affect a child's self concept and how he responds to situations outside of the family.

Physical environment also affects self concept, and can create value conflicts "Good" housekeeping is more important to some families than to others, as is degree of cleanliness.

It is important to realize that some families have certain values but cannot always achieve them, i.e.:

> Mrs. Jones, a single parent mother, was laid off from work two months ago. She has no winter clothing for her children and has two days worth of food left. She received an eviction notice and had her electricity shut off last week because she is behind in her bills. Without water, she had been melting snow for washing, but the last two mornings she had no energy left to wash her child after worrying all night about her family. The child's teacher sent a note home complaining because her child had come to school smelling and without mittens.

In relating to families, one must always look at the total situation, and always confront ourselves with whether we are being objective or letting our own values and biases get in the way. A person can never be totally objective - we're all human, but hopefully we can use our humanness to increase our awareness and our acceptance of family goals and values. Respecting another's value system does not mean diminishing our own system.

Those of us who are concerned about development of self concept in children must be aware that our task is not to impose our own values, but rather to clarify values and to help parents and children accept differences. To do this we must be open and ready to discuss values and be tolerant of all points of view.

Activity #3: Think about what values you have relating to family. What roles, traditions, and ideas are most important to you? What kinds of families do you find easiest to relate to? What kinds do you find hardest to relate to? (Because our values are so much a part of us, we all have biases about what's best that sometimes get in the way of our relationships.) What ideas do you need to rethink or be more aware of when relating to children and their families? Go back to what you've written when you complete the package and note any changes.

Activity #4: Have children draw pictures of their families. Discuss pictures, keying on family differences and children's feelings about family. Try to observe how each child views himself and his family. Who is biggest? Smallest? Who is included? Excluded? What features does each family member have? (Sometimes mothers are the only ones with mouths!) Observe children at play and try to see how much you can learn about children's families, family values, how they relate to their families and how they think their families feel about them. What things can you do to reinforce positive feelings about family with children? Make notes on what you do and share them with your Field Advisor and others taking this package.

III. SOME SELF-DEFEATING PATTERNS OF PARENTING

Before the chapters which will focus on building self-esteem through some constructive patterns of parenting, I thought it might be helpful to become more aware of some self-defeating patterns of parenting. Unless parents and other adults are aware of their behavior which produces negative or undesirable behavior in children, they may begin to question the value of those ideas that are supposed to produce some desired results. For example, the Gluecks, who researched the family life of delinquents, found that the love and concern shown by one parent did not compensate for the effects of the rejection, hostility and indifference or overprotection of the other. A consistent and positive response to children will be far more effective in producing happy and satisfied children than a sometimes negative, sometimes positive response. With those premises in mind, I share the following descriptions of self-defeating patterns of parenting.

The Parent Who is Authoritarian, Controlling, Over-Checking, etc.

Sometimes parents, in their great desire to be responsible and good parents, find themselves intolerant of any misbehavior or the possibility of any misbehavior by their children. "Kids can't be allowed to make decisions...They learn by being told what to do...They'll try to get away with anything...etc." are common assumptions the authoritarian parents will make about their children. Too frequently telling a child to be good or careful suggests and implies that you expect him to be the opposite - bad and reckless. These assumptions that children are and will be irresponsible serve as justifications for the authoritarian stance and convey a second and more important message to the child. This is the message of "You can't be trusted...You won't do it right...You'll take whatever you can get...You'll do the wrong thing...You don't have a brain...etc." Such messages do not build self-esteem. Instead, such messages convey a lack of respect, lack of faith, lack of

trust of the child. When the child accepts those messages as a part of his self concept, the self-esteem is lowered and a self-image of "I'm unworthy...I'm dumb.. I can't be trusted...etc." begins to characterize that child's attitude and behavior.

Some children of authoritarian parents become totally dependent upon others for their direction and decisions. Some simply accept the dogmas of the authoritarian parent and will grow up using an old set of rules in a new world. Some children become highly rebellious in their efforts to establish integrity, a sense of individuality, and a sense of self-esteem.

Since the child of the authoritarian parent has had little experience at decision making, this child may be very difficult to live with in school or in a play situation involving other children. He will tend to rely on the judgement of others to set his behavioral limits. Since the authoritarian parent usually uses force, this child will probably respond only to that degree of force he has experienced in the home.

There are a number of other basic motivations for parents' becoming authoritarian,controlling, etc. First, they have learned to be authoritarian because their parents acted in that way. They have simply copied the model they experienced as children. Secondly, some authoritarian parents are those who have lacked love and tenderness as children. These persons have an underlying hunger for other persons to repspond to them. Since they lack the skill and experience in producing a loving response, they attempt to produce a behavioral response by demanding that their children act in those ways thought to be desirable. Third, some parents are highly insecure in their roles as parents. These persons feel completely responsible for their children's behavior. Any child misbehavior is feared to be interpreted as a reflection of their improper parenting. So these parents feel they cannot afford to take any chances, and they become puppeteers pulling the strings of their inanimate puppets.

I'd like to end this section with some quotes from Kahlil Gibran on children:

> "Your children are not your children.
> They are the sons and daughters of life's
> longing for itself.
> They come through you but not from you,
> And though they are with you, yet they
> belong not to you.
> You may give them your love but not your thoughts,
> for they have their own thoughts.
> You may house their bodies but not their souls."

Teaching Violence Through Punishment

The parent who uses punishment uses many of the same assumptions about children that are mentioned in the preceding section. The motivations for becoming a punishing parent are also similar to those mentioned previously. There are, however, some additional justifications. "Kids learn faster when they're punished... They'll avoid doing that again...It's the only way kids learn...Spare the rod and spoil the child."

Today, only the police and parents have a clear legal mandate to use violence (physical punishment) as a means of social control. I find those two odd bedfellows. There is some irony in that twosome. According to a number of writers, parents who use physical punishment to control the aggressiveness of their children are probably increasing rather than decreasing the aggressive tendencies of their child. Violence begets violence. Imagine the following situation:

> Mother is hurriedly trying to get supper started. It's been a hard day and she's tired. As she looks out the kitchen window she notices her four year old has just hit the neighbor's three year old and they continue to fight over a toy. Mother runs out, grabs her four year old, whacks him on the rear and says, "Don;t you know it's not nice to hit? Now stop that right now!" Then she slaps him again.

It is self-evident that the mother has taught her four year old quite well. When you have a problem - hit, just as mother hit. How confusing it must be to that four year old. Then again, maybe it is not confusing. Maybe he learns that it is

adults who hit. As William Goode explains in his article Force and Violence in the Family, "Not only do we use force and threat in order to socialize our children, we also teach them thereby that force is useful, and we do in fact train them in the use of force and violence."

Observe a child after he has been physically punished. How often does he react by bullying smaller children or by acting out this learned aggressive behavior when playing with animals or dolls? Rather than teaching the child to take responsibility for constructively working things out, we teach him that physical force is the best way to handle situations. An example of this is the frequency of adults who were abused as children who as parents abuse their own children.

Most present day writers, marriage and family counselors, etc. agree that punishment inhibits and destroys curiosity, learning and exploration. Mark Twain once said, "The cat that sits on a hot stove won't sit on a hot stove again, but he may never sit on a cold one either." Punishment teaches you what not to do. It does not teach you what to do.

Punishment as an intentional act to hurt another also produces alienation in the relationship. The external behavior of the punished child may be conforming; however, the internal feelings are very likely to be dislike, fear, lack of respect, hurt, anxiety, etc. Typically then, the child conforms while the punishing parent is able to observe or know about the behavior. In the absence of the punishing parent, the child may likely not conform. The resultant internal feeling of the child is frequently guilt. "I have done something that my parents feel so strongly about that they would punish me, but I don't see what's wrong with what I've done." So we have the situation of a conflict between desire and prohibition, a situation of guilt and anxiety that will likely show its ugly head in some other behavior, i.e. lying, rationalizing, or some other defensive position.

Inflicting punishment interferes with developing the child's sense of responsibility. The ability to respond (responsibility) is learned through those experiences where children have been allowed and invited to observe the natural or logical consequences of their behavior.

Rather than hitting the four year old mentioned earlier, the mother could teach responsibility by inviting the four year old to observe the tears and marks of his hitting. She could help negotiate a resolution to the conflict over the toy. She could take the opportunity to teach something about sharing. Or she could take the shortcut of hitting, and teach violence.

Punishment also interferes with long term or internalized learning. Punishment suggests that the child has paid the price for some misdeed. Having paid the price, the slate is clean. Learning social controls and appropriate behavior is more a matter of recalling life experiences and applying those to the present situation and is not a matter of wiping the slate clean through punishment.

Punishment interferes with identification. You may recall that socialization of children relies greatly on identification, that process of copying the attitude, manner, beliefs and behavior of another. Children will generally identify only with those persons they like, trust, respect and feel close to. It is extremely difficult to have those feelings toward one who hurts you.

Punishment is child abuse. Abused children lack esteem.

Prosecuting Attorney

Some parents, for some unknown reason, frequently ask questions when they already know the answers. The following conversation illustrates the parent game of Prosecuting Attorney:

Situation: 14 year old son has skipped school with friends. Sister has told parents about it. Family is having supper.

Father: How was school today, son?

Son: Oh.....OK.

Father: What'd you do in math?

Son: Ah...we're on equations.

Father: How was gym class?

Son: Fun.

Father: What'd you do in gym?

Son: Ah...played basketball.

Father (exploding): What are you lying to me for? You haven't been in school all day! (etc.,etc.,etc.,)

Some children are forced to lie because parents won't let them tell the truth or aid in preventing them from telling the truth. Children who fear the consequences of their behavior generally need parent help in facing those consequences and not parent force, coercion, manipulation, etc. Such game playing by parents also informs the child that adults are not always leveling with them. Most children benefit from parents who level, who convey trust, who respect and who do not intentionally embarrass, ridicule or aid in producing lies. This game results in lowered self-esteem in children.

Why? Why? Why?

One of the most typical parental responses to a child's misbehavior is to ask the motivational "why" question. E.g., "Why did you do that?" The apparent justification for asking the "why" question seems to be based on the parental assumption that the child will discover that his declared reason is insufficient for justifying the misbehavior. However, in asking the question, the implication is that there may be a legitimate reason for the misbehavior. As William Glasser puts it in his book Reality Therapy, no reason is sufficient to justify misbehavior

of any type. Irresponsible behavior cannot be justified ever. Therefore it is a waste of time and effort to ask the question.

Sometimes parents force children to lie when they ask for a response to the "why?" For example, the parent who responds to a child's answer with, "That's not a good enough reason...That's a stupid reason, now, why did you do that?" Frequently the child will search for an answer that is acceptable to the parent demanding the answer, an answer that may have no connection to the actual reason for the behavior. This form of forced lying reduces self-esteem.

The expectation that a child has the analytical ability to understand the complexity of motivation, particularly when the observing adult cannot, is rather beyond the realm of reasonableness.

To ask the motivational "why" question also suggests that behavior may be modified through some kind of intellectual insight into one's self. This thought is based on the Freudian psychoanalytical school of thought which has been all but abandoned in the area of modifying child behavior.

Frequently parents use the "why" question, when in fact, their actual message is, "I wish you wouldn't do that," or, "I don't like that." A less time-consuming process for helping the socialization process with children is the simple process of feedback. "I don't like it when you...." Recent writers in the area of child development generally agree that an effective response (feedback) to another's behavior will be far more influential than some kind of intellectual discourse.

Sometimes parents use the "why" question to intentionally embarrass the child by forcing the child to recognize the insufficiency of his reason for the behavior. Such embarrassment is directly related to lowering self-esteem.

Promises and Bribes

Frequently parents feel compelled to promise something to their children. "I promise I'll take you fishing next week", or some like statement may cause the

children to question your usual statements. If you have to promise in order to fulfill your felt obligations you may be saying, "Don't trust my typical statements." Also, promises by adults may create an unreasonable expectation by children. "You promised you were going to take me along and nothing may stand in the way of that." Sometimes parent plans must alter in response to business, personal, or other causes. It is important that children learn to respect and respond to others' needs without expecting or demanding that the promise be kept regardless of the extenuating circumstances.

Sometimes parents demand promises from children, especially with regard to behavioral changes. "I want you to promise that you'll never do that again." Such a parental demand is a simplistic panacea to the process of modifying children's behavior. Modification of behavior is not as simple as extracting a promise. To expect a child to change his behavior through promises is as Ginott puts it,"...like asking a person to write another check on an account that has no funds." An unkept promise further depreciates self. Your word and your child's word should have a reasonable expectation of accountability and not need the unnecessary support of a promise. Self-esteem is generated from being accountable and holding others accountable for their simple commitments ungarnished by promises.

Bribing is another frequent pattern of parenting that is intended to produce desired behavior. "If you be good, I'll buy you an ice cream cone." Such payoffs interfere with teaching responsibility. A child will more likely learn to respond to others when he learns the inherent value of being good - his effect on other persons. When a child discovers the appreciative response of another, he has had an experience of responsibility, e.g., "Thank you for playing outside while I cleaned the house. I really appreciate that." No payoff is necessary. The parent has just helped to nurture the child's self-esteem.

Problems with Praising

Some parents believe that if they praise the child, the child will feel good about himself and continue to act in a socially desirable manner. Sometimes that doesn't work and sometimes mistakes are made in giving praise. A child will accept the praise if he feels worthy of the praise. If the child feels unworthy, he may reject the praise by misbehaving so that the parents respond in some way closer to how the child is now feeling internally. Also, as Ginott explains, it is wiser to praise the action than the person. Allow the child to come to his own conclusions about self. By doing so, he learns to determine his own self-concept and does not rely on others to do it for him.

Embarrassment and Ridicule

Some parents and some teachers have used and continue to use ridicule or embarrassment in their efforts to modify a child's behavior. The rationale seems to be that if I make you feel uncomfortable enough, you won't repeat that misbehavior. It may be true that the misbehavior may never appear again· however, something else far more devastating may happen. Embarrassment and ridicule are both commonly accepted and effective means to depreciate a self concept. An embarrassed person doesn't feel good about himself. Some persons who do not feel good about themselves further provoke parent and teacher responses that confirm those negative feelings. A vicious circle of confirming self concept is started.

The Garbage Can of Other Self-Defeating Parenting

To not have time to listen to the seemingly insignificant events-that are so significant to the child-that happened in school today will convey the message of "You're not important to me."

To ignore problem behavior in the hope that it will go away carries another message of "You're not important."

To be sarcastic with the child forces submission and disallows a response. "How many times do I have to tell you!"

To tell a child he should not feel as he does is to minimize his whole person as a feeling human being. Not recognizing feelings is to not recognize the person.

To give the child only criticism and to never express that you thoroughly enjoyed some behavior aids in the destruction of self concept.

Activity #5: No parent is perfect! We all find ourselves doing some "self-defeating parenting" at times. Which of the pitfalls discussed do you sometimes catch yourself doing? What are the effects? What could you do instead in those situations? Write down the "self-defeating parent" things you do and try to become more aware of them in your family relationships.

Activity #6: Read one of the following books: Wednesday's Children or The Fractured Family by Leontine Young, or Children of Crisis by Robert Coles. What does the author seem to feel about the effect of family on self concept of children? What factors might affect self concepts of other family members? How does society (community, government, etc,) help strengthen families? Does it weaken families? In what ways? Write down your thoughts and discuss with your field advisor.

Activity #7: Listen to the tape, "Under Stress: Keeping Children Safe." This is an account by a mother who has abused her children. What are your feelings toward the mother as she talks? What do you think the mother's self concept is? What do you think her children's self concepts might be? What are the mother's strengths? Think of a child who you think has a negative self concept. Why do you think he sees himself that way? What are his parents' self concepts? How might you help this child and his family reinforce their strengths and build their self concepts?

IV. UNDERSTANDING THE GOALS OF BEHAVIOR

The purposes of the next few chapters are two-fold. The first is to assist parents, teachers and others who deal with children to understand possible goals of children's behavior within the family and family structural influences on behavior. The second purpose is to explore a positive system for families to deal with behavior.

A basic understanding of children and their behavior comes through understanding their developmental tasks and their physical and psychological growth processes. Knowledge of developmental stages and learning theory is a good starting point. Much of this knowledge may be gained through the Child Psychology package in the Self Concept Component. The first part of this package and its focus on family influences and destructive patterns of parenting also served to provide a basic understanding of behavior. It is important as you read not to take the material that follows in isolation. To make the greatest sense, the material and concepts must be integrated with other areas of knowledge.

Activity #8: Before continuing with your reading in this package, read The ABC's of Guiding the Child by Rudolph Dreikurs and Margaret Goldman. This will introduce you to the overall basic concepts that will be discussed in the next few chapters and familiarize you with the terminology you will encounter in your reading. Write down any comments or questions about your reading that you might want to discuss with your field advisor.

Before attempting to try to change the behavior of children, it is important to first try to understand the reasons for the behavior. It is helpful in reaching this understanding to try to look at the meaning of the behavior from the perspective of the child. Basically children are good at perceiving situations, but are lousy interpreters of those situations. The meanings and interpretations that children make of a situation may be quite different from our own. Often, even when the meaning may be the same, the child may be responding out of context and inappropriately. For example, my daughter, age two, at times must be reprimanded for smothering our son, age one. Megan has picked up the loving and affection that my wife and I give to Will and she strives to copy it. When alone with him, she will play his mother, and she expects him to be the dutiful child, she becomes frustrated when he is not; and this will evoke physical action toward him on her part. When Megan is confronted with her behavior, she feels that she has appropriately dealt with Will and cannot understand our response to the inappropriateness of her behavior. At age two she relates to Will more as a live doll and cannot relate to concepts of appropriate, responsibility and independence, etc. It is crucial to deal with Megan's behavior with an understanding of her perspective. To impute that she has secret death wishes, is sadistic, or is releasing feelings of rejection at being displaced by her baby brother would in this instance be as inappropriate an interpretation of her by an adult as was her behavior toward her brother. Thus, to begin the process of understanding behavior, as adults we must step into the child's shoes and attempt to see reality as she sees it.

Behavior does not take place in a vacuum. Behavior is either a response to something/someone else, or it is directed towards obtaining a result of something or the attention of someone. Behavior can be either positively or negatively directed. Most often it is in a positive direction. All of us need strokes and feedback from the outside. In the absence of positive feedback, a person will either

withdraw or seek attention in another direction. Any child knows that negative behavior will always get the attention and feedback of an adult. Why negative though? Negative attention is better than no attention at all. The problem is that continuous negative feedback results in a self-defeating self concept. Often with the delinquent this will be a self concept that will result in the continued reinforcement of it through delinquent acts. An example of this would be Joe. Joe was fourteen years old when I was assigned to serve as his probation officer. He was the fourth and youngest child. He had two brothers, age 33 and 30 and a sister age 21. Joe was basically seen as a "big mistake" by his conservative and overly precise parents who were just turning 60. At this point in time they were looking forward to retirement and spending long vacations in Florida. In no way were they interested in dealing with the needs and demands of a growing adolescent. Since he, at age 14, was no longer the "cute baby," Joe began to be ignored by his parents. Initially he tried to gain their favor by doing household tasks and chores. Unfortunately this resulted in little positive feedback since he usually never met the high performance standards set by the parents. Faced with being ignored, having been labeled as sloppy, needing to be someone, and knowing he was a big mistake, Joe acted out the best way he know how. While the neighbors were gone on a trip he entered their home with a BB gun and a can of spray paint and proceeded to do $500 worth of vandalism to the interior of the house. With this action, Joe instantly became the center of all kinds of attention. The police were interested in him. People in the neighborhood and peers suddenly noticed him. The court which adjudicated him delinquent were concerned, as was I, who was assigned to Joe as his probation officer. This all added up to his parents suddenly not only becoming concerned about him, but also afraid of him. Joe became a dictator through a "coup d'etat" that would compare in brilliance to any of those in an unstable country. Joe wanted and got attention and power. Attention getting and power (wanting to be boss) are two of the four goals of inappropriate behavior.

Another reason why some children misbehave is for revenge. The child who is out for revenge has been hurt and is seeking to strike back. This may be accomplished in terms of either verbal or physical behavior. Revenge arises out of the intensification of the power struggle between a child and the adult. An example of revenge would be to look at the behavior of the child who in a given time span seems to do nothing right. All of the child's behavior seems to be oriented toward bugging you. The more you punish, the more the child feels the need to seek revenge. You spank him for not taking a nap, then while you think he is lying quietly he proceeds to empty out his drawers, rip a hole in his pillow, and remove all of the foam rubber in tiny pieces. In many instances like this, the child really does not want to be negative and does not know why he behaves in this manner. Lastly a fourth goal of behavior is directed toward a <u>display of inadequacy</u>. This is a technique used by the child who wants to be left alone without any demands being placed on him. This behavior would best be seen as the child who refuses to do something by saying "I can't." Sometimes the child who says "I won't" also is really saying "I can't." In this way the child need never risk failure. To quote John Holt, "You can not fall out of bed if you are already sleeping on the floor." One example of the display of inadequacy would be the child who may be having extreme difficulty at school. No matter how much the child tries or how much extra help he receives, the child remains far behind the other students in the classroom. The same pattern exists at home, where in all probability the parents have given up asking the child to do things. Because of real or imaginary weakness, the child will become helpless in order to avoid the risk of failing or embarrassment. This pattern of behavior tends to be reinforced by the adult who sees the child as a failure.

Before you as a parent or teacher respond to the behavior of a child, first look at what the child is directing the behavior.... By over reacting and flying off the handle, you may be only reinforcing the negative behavior and giving the child

exactly what he wants. In a situation where a child is misbehaving it is important not to act on your first impulse. Think about the motive of the behavior and what reaction from you is expected. A second point is to examine your responses to the child. For instance, when the child's goal is power, the adult is quick to pick up the challenge and respond by saying, "You can't get away with this! I'll show you who's really boss!" This response will serve only to provoke and heighten the power struggle with the child. When the goal is revenge, the adult again tends to only increase the conflict when he responds by being deeply hurt and promising to get even. These responses which serve only to further the conflict can be avoided by not reacting to the child on impulse and by reflecting on how we do respond to the child.

It is imperative that we distinguish between positive and negative attention. Whenever you begin to feel that you should be carrying a nightstick and wearing a badge is the time you need to stop and take a time out. Get out of the situation and grab hold of yourself and work at gaining a more positive perspective of the situation. A good and safe place to do this is to take refuge in the bathroom. Take a toilet time-out. Who is going to bother you there? Although we all act negatively at times toward children, we do need to stop and examine whether we are also giving the positive strokes, praise, and encouragement that are so important to the development of a positive self concept.

Activity #9: Choose four children in your center who, on occasion, exhibit inappropriate behavior. Observe each child and describe the behaviors you see. Identify the predominant goals of behavior that you think each child is presenting (attention getting, power, revenge, or inadequacy). Think about why each child might be trying to achieve that goal. Next, examine how you have been responding to each child's behavior. How might you respond differently? Write your ideas down and discuss with your field advisor and your interaction groups.

Child 1-

Child 2-

Child 3-

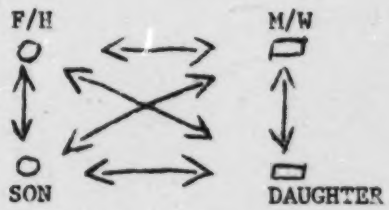
Child 4-

V. FAMILY CONSTELLATION

The second key concept to understanding the child is to look at the family constellation. By family constellation we mean the different sets of interactions and inter-relationships within the family structure. Every family will be different and each will have its own unique configuration. Within the constellation we can attach importance to the position of each member of the family. What role the individual plays in regard to that position, how others perceive the role, and how the individual perceives the role is important to understanding behavior. The position that the individual occupies in the family will affect and influence the positions of the other family members. These positions and patterns of relationships will change with the addition or deletion of family members.

As an example, let us examine a family consisting of the positions of father, mother, and child. The relationship patterns may be viewed in the following context:

The roles in this family constellation are well delineated and defined. Each adult performs two basic family roles: that of father/husband and mother/wife. The child occupies a singular position as that of either son or daughter. With the addition of the second child these relationship patterns and roles will change. The family constellation will now look like this:

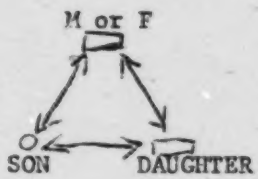


With each subsequent addition of family members, these relationships will become more complex. Roles will be more difficult as each child competes with the other for his or her unique spot in the family.

In a single parent situation, the family constellation would be:

One parent/One child

One parent/Two children



A configuration of this type is not either necessarily good or bad. It will depend a lot on the stability and needs of the parent as well as how the child perceives his role as defined by the parent. Whether the child's role is defined as being that of the child or is complicated by the child assuming the role of the absent spouse will determine the nature of how the child behaves. If the child is cast into the role of being the companion and replacing the absent spouse, it may set up a situation in which the child cannot succeed. If the role expectations call for assuming adult responsibilities followed by expectations to be independent, the result may be a damaged self concept for the child as he attempts to follow a role that he has little chance of succeeding in. In the case of more than one child in this type of situation, the oldest may begin to assume a secondary parenting role. This may build role confusion and resentment toward the oldest on the part of the other children. It is significant to point out that this may or may not take place. Many single parent families result in very close healthy parent-child relationships. The single parent often makes a greater effort to surround his children with other caring people of both sexes, which results in more attention, more independence, and more awareness of differences in people and families.

Family constellations may also consist of grandparents, aunts, uncles, boyfriends, girlfriends, foster children, etc. It is important to be accepting of each child's family constellation and aware of its significance to the child. The main emphasis should not be on who makes up the family constellation, but rather on how the individual needs of family members are met.

Another aspect of family structure that may be significant is family size. There are many arguments as to the advantages and disadvantages of large versus small families. Dorothy Rogers, in Child Psychology, says that children from small families probably spend more time with their parents, receive more adult attention, are more involved in the adult world and in making family decisions, generally have positive self concepts, and are encouraged to be successful. Only children especially tend to have more mature language development. Children from small families, however, may also be over-protected and dependent on adults.

Children from larger families may be more cooperative and resourceful. They may rely more on brothers and sisters rather than adults for attention and support, assume adult roles early, and be more independent.

Bill Hillman's article, "Family Constellation," offers a lot of insight as to a child's development and self concept development, depending on how family members view maleness and femaleness. The female role may be seen as the more traditional homemaker and mother, or broadened to include working outside the home, doing outdoor tasks such as yard etc. Male roles may or may not include child care and household tasks. Differences in relating to children depending on sex also may or may not be reinforced, i.e. cuddling of daughters, rough-housing of sons, discouraging daughters from getting dirty and sons from crying. Since fathers are often out of the home a great deal and most teachers are female, maleness both at home and in the center is often reinforced by a female point of view rather than male role models. These teachers must be aware of their own attitudes toward sex role differences.

Changes in family constellation also may strongly affect family relationships and a child's self concept, i.e. birth or adoption of a new child, death or illness of a family member, drug or alcohol addiction, imprisonment, parents loss of or change of job, bankruptcy, divorce, or separation, remarriage, someone such as a grandparent moving in, a family member being placed in a foster home or service agency facility. Families cope with changes differently. Often a child will accept a change as well as his parents do, i.e. a child who has not resolved a death in the family, usually has a parent who also has not resolved it. As teachers, it is important to be aware of changes in families and supportive in helping the child and his family accept the change. To do this, we must be aware of our own feelings and attitudes, i.e. how do we feel about death ourselves?

It is important to thoroughly analyze any given situation to look at the total environment that surrounds the family constellation. Teachers must be careful not to generalize or draw stereotyped conclusions about a child or his family. Every family is unique, no matter what the family structure may be. It is crucial to a child's self concept that the center be as much an extension of the child's family as possible, i.e. involving and encouraging male volunteers, grandparents and babies to visit, reinforcing culture and traditions.

Activity #10: Read the article "Family Constellation." (You may also want to read pages 20-35 in Children: The challenge by Rudolf Dreikurs and Vicki Soltz for a more careful analysis of family constellation and its effects on behavior.) Look at your own past and present situations regarding family constellations, and your positions as a child and as a husband/wife and/or parent. What positions have you occupied in your family? How have these positions influenced your behavior and your development of goals?

Activity #11: Observe a total of four children (your own, friends', or children in your center) in at least two different role positions (i.e. two oldest and two youngest: two only children and two from families with four or more children; two girls and two boys; etc.) What role in the family does each child occupy? How well does the behavior of each child correspond to the behaviors described for a child in this position? What do you think each child's self concept might be? Write down your observations and conclusions and discuss with your Field Advisor.

VI. PRINCIPLES OF CHILD-REARING: THE DEMOCRATIC MODEL

To many people, a discussion focused on how to relate to children and deal with their behavior, is often an emotional and controversial one. This is an area where each of us knows best, and if we had our doubts, we most often would not admit it. To be frustrated by or to not know how to handle our child is a cruel defeat to our ego. Imagine being tied into knots and driven to the verge of nervous collapse by a four year old. If you have been, don't worry: so have I, and so have most other parents of a four year old.

A major reason for this frustration on our part is that, all too often with children, we engage in a power struggle with them. The power struggle is nothing more than attempting to influence the behavior of another by the use of force or threat. It is a battle in which one side tries to assert its strength and dominance over the other. It is the struggle of "You do it or else," followed by "You can't make me." Basically, in a power contest, no one ends up really being the winner. Most often the adult will end up the real loser. It has been remarked that adults lack the concentration necessary to engage effectively in power battles. Children, on the other hand, have all the time they need to plot a strategy of warfare so wily that the outcome is seldom in doubt. This principle is sadly true. Many parents have been on the verge of collapse due to their defeat by one of their children. In many homes, too often the child becomes a tyrant, not even an enlightened one, and has won control over his parents.

What makes working things out so difficult in cases like this is that everyone who deals with or has children is an expert. Deep down, however, we feel shaky about what we do and no wonder--while we spend years learning math, spelling, all about the Pilgrims, and a lot of other knowledge, most schools have little if any curriculum devoted to parenting and raising children. The expertise we have for

the most part is based on modeling the behavior of our own parents. All of us were children once, and from that experience we generate our basic concepts of parenting. You might call it the apprenticeship system. Not that it is all bad, but it depends a lot on how good the master craftsmen (our parents) were in teaching us the art of the craft. A beginning point is to admit, all of us, that we have something to learn about parenting children and that we are not as expert as we think.

Another problem we face is that what is written about in books is often criticized as being unrealistic and authored by people who have never had to actually relate to children. This may be true at times, but basically those authors of good repute have had experiences dealing with children. Another criticism made is that Dr. Spocks, Hiam Ginotts, and Rudolf Dreikurs of the world are soft on children and follow a permissive philosophy of letting the child have his own way. If these are your feelings, then perhaps you need to re-read what they are really saying with greater care. For sure, these writers put a negative value on physical and emotional punishment, but they by no means argue for no control whatsoever.

One approach to child-rearing is the concept of democratic principles. Essentially what this means is that children need to have choices available to them. This includes recognizing the inappropriateness of punishment and coercion and the dangers of reward, (as discussed in the chapter on destructive family patterns), and keying instead on the central concept in democracy, that of respect. Respect is the right of all human beings. Rather than teach children to respect their elders, we should emphasize teaching them to respect human beings. At the same time, respect is not only a concept to teach children but it is also to be shown to them. Children, as emphasized in Life Among the Giants, are often shown little respect. In many areas, children may be considered to constitute one of the largest minority groups in our country who are daily subjected to the abuse of prejudice and discrimination. Children's liberation and the protection of children's rights have only

been a focus of concern within the last ten years. Children are often seen as being subserviant to adults. When parents show respect for their child, they teach him to respect himself and others. In the process the parents will be most likely to win the respect of their child.

One of the central tasks of teachers and parents is to facilitate development of responsibility. Children need to know how to make decisions and to live with the consequences of the choices they make. When a person makes his own choices, he makes an investment of himself. If the choice is positive, the individual acquires a sense of confidence and independence. If the choice results in negative consequence, then the individual has no one to blame but himself. When the choice is not freely made, but imposed by others, the response is an absolution of any responsibility and a placing of the blame on others.

Children are never too young to take responsibility for their actions. Infants one week old can be taught responsibility. Unless the mother wishes to carry the infant continuously, the child needs to learn to be responsible for amusing itself for short periods of time while lying in its crib. An infant who does not learn to take this responsibility can turn into a demanding tyrant by crying and screaming to make mother come running and to provide the entertainment. Responsibility must be tied realistically to the child's level of development and competence. For instance, you could expect the infant to play quietly in the crib for 10-15 minutes, but it would be unrealistic for the mother to expect the infant to entertain himself for an hour or two. Another mistake often made is to suddenly expect the child to take total responsibility by communicating "I'm not responsible anymore, you do it." It would be absurd to expect a four year old to babysit for a one year old. The responsibility involved goes far beyond the skill, judgement, and competency level of the four year old. In the same sense, it is absurd to hand someone at the magic age of eighteen the car keys and say "Be responsible" when he has never had to assume responsibility for anything before in his life. It is just as inappropriate

to give too little responsibility as it is to give too much. It is important to examine the consequences of our relationships with children. When we resort to physical punishment of a child, we do little more than to teach that adults can push children around. When we get frustrated by a child not responding to a direction quickly enough, we end up belittling him for being a slowpoke, we do little more than to build a negative self concept. Responsibility is best taught in an environment of democracy; an environment which lays out alternatives, focuses on consequences, sharpens decision making skills and emphasizes respect.

Activity #12: List responsibilities you feel four and five year olds are capable of assuming. What are some things you do to help children to develop independence and responsibility? What are some other things you could be doing? Try out at least one new thing. Document your progress and discuss with your Field Advisor.

VII. EXPERIENCING LOGICAL CONSEQUENCES: AN APPROACH TO THE TEACHING OF RESPONSIBILITY

The first distinction that needs to be made is the difference between natural consequences and logical consequences. For example, you may have a rule in your home or center about not running in the room. Cindy disregards this rule in her eagerness to be first for lunch, runs, subsequently falling down and hurting her knee. This would be an example of a natural consequence. A natural consequence is a direct result of a child's behavior. A logical consequence is one established by a a parent or teacher. For example, it may be established in your home or center that anyone who runs to lunch has to wait until the other children are served. This is a logical consequence. It is important that logical consequences are not arbitrarily imposed. When establishing a logical consequence, it must be stated in advance and understood by all of the children. If the consequence is not, the child will see the consequence as punishment imposed on him by the adult rather than a result of his decision about his behavior. Logical consequences rests on the principle of facilitating responsibility. The child is given two choices, stated clearly, gently but firmly. If the child understands the choices, then it is up to him to make the decision to be responsible or irresponsible. In being irresponsible, the child on his own accord chooses the consequence of that behavior. There is no one to blame but himself.

A second rule concerning logical consequences is that they must be logical. The consequence must be related to the behavior. For example, it would be illogical to state that if children run to lunch, then they cannot watch television that day. To not watch television bears little relationship to running at lunch time. In deciding upon a logical consequence, it is ideal to involve the child in helping to devise the consequence. This in itself is good development of responsibility. The

The way you might do this is to say:

> "I have been concerned about how messy the table is being left after lunch. Some people are not taking their dishes to the sink after the meal. What do you suppose we could do about this problem?

If these concepts are new to you, and you feel that you need further understanding, you might want to read one of the books by Rudolf Dreikurs included in the suggested readings. All of the books mentioned will explain the basic concepts presented in this chapter, as well as provide you with a variety of case studies as examples.

In addition to the concept of logical consequences, there are a number of additional points to be made that follow along with the democratic principles. The first of these is the need to act more and talk less. Too often when dealing with behavior we end up nagging. Nagging is a great game of bluff to play. It is most often used with adults who, the child knows, will never do anything to stop him. It is a game of pushing the other person to the end of his limits. A sample dialog between father and son might be like this:

Dad: Johnny, don't climb on me when I am reading the paper.

Johnny: (Pretend not to hear - play deaf)

Dad: I said, don't climb on me!!!

Johnny: (Pretend not to hear again - begin to sing a song loudly)

Dad: Stop climbing on me or I will...(Is in a rage now)

Johnny: (Still pretending not to hear - continues singing)

Dad: All right! You have had it now! I am going to spank!!!!!

Johnny: Oh! I'll get down. I'm sorry, I didn't hear you.

Exaggerated perhaps, but it demonstrates that all too often we talk too much and act too little. To illustrate how the situation above could have a different outcome:

Dad: Johnny, right now I need some time to wind down from a hard day at work. I would like to read the paper quietly. It is hard for me to read when you are trying to climb on me.

Johnny: (Keeps on climbing)

Dad: I will play with you in fifteen minutes. Right now you have a choice to either play quietly, or if you continue climbing on me...you can choose to take a time out in the hallway.

At this point Johnny is confronted with a choice. He must now decide to either stop or not to, and in the process consider the consequences of each choice. Rudolf Dreikurs has pointed out that children become "parent deaf." Why listen when you know that the threats made will very seldom be carried out.

Another way we can deal with children's behavior is by withdrawing from the potential power struggle or by ignoring the attention-getting behavior. One of the best techniques to use with a child who is throwing a temper tantrum is to walk away ignoring the tantrum. Too often in a situation like this we respond by name calling (look at the baby), trying to hold the child, or sweet talking the child out of the tantrum. Unless the child is really out of control (In this instance it would be best to hold the child firmly. The reason for this is that the child needs the security of knowing that he can be controlled. It is frightening for the child to be out of control and to not be able to stop.), the act of ignoring serves to not reinforce the attention-getting goal of the tantrum. Let the child know that when he stops, you will be willing to talk, but not until then. It is important to reinforme positive responsible behaviors and not reinforce irresponsible behaviors.

Another concept to be stressed is that the withdrawal should be from the conflict and not from the child. If the child has resorted to negative extremes to get attention, that child is indicating some definite needs for contact. Thus, when the child behaves appropriately, seize the opportunity to provide positive reinforcement and attention to the child for the positive behavior. Compare how often you tell your children to "stop," "don't," or to use other scolding messages to the times you offer praise, provide encouragement, or spend time with your child. Many times we only respond to children when they behave negatively and seldom respond when the behave positively.

A third point is to remember and attempt to understand the goals of behavior which were previously discussed. Again we often pass by the real reason of the child's behavior. Instead,we label the child by name calling and by preaching morality. An example of this would be the child who tells a lie. When the child is caught lying, the parent calls the child a liar and becomes incensed. What follows is an hour long sermon on the immorality of lying. Most likely the child has heard the sermon before and knows that his parent considers lying bad. What is important is to ask ourselves why the child lied. Perhaps the child lies out of fear, (especially if the parents typical response is physical punishment), to defy his parents, or to feal important. These are often the real reasons for lying. Thus, it is here that the parent needs to focus his attention and understanding.

Another mistake made by parents is in being overprotective. As adults, we feel that children are too young to be able to do anything and make responsible decisions, or that it is faster to do it ourselves. Overprotectiveness is stifling to the child. An example is parental interference in sibling conflicts or in conflicts with other children. Unless a child is about to use a hammer to smash the skull of another child, let the children involved solve their own differences. Conflict situations are a part of life, and it is important that children have opportunities to learn how to settle conflicts. In addition, fighting is often staged for the benefit of the adult. It may be done to get the parent's attention. Often a weaker younger child will provoke a fight knowing that the parents will rush in and say "My poor baby" and then punish the older sibling. Being protective is not always negative. There are many real dangers beyond the grasp of children in any given developmental stage. However, we should never do for a child what he can do for himself.

Developing responsibility takes time. When developing responsibility, focus on one area of behavior at a time. Give clear directions, start at the level of the child, and progress in small steps when the child is ready. By trying to accomplish too much change in behavior too fast, the child will become confused and overwhelmed.

The importance of developing responsibility is paramount when contrasted to what results when we do not. The child who cannot take responsibility is a dependent and overly demanding child. When a child learns to take on a task and masters it, it is a realistic expectation that the child should continue to do that task without further assistance. When we do for children what they can do for themselves, we deprive them of learning opportunities and convey a sense of worthlessness. This may turn into a sense of defeatism on the part of the child and inhibit his exploration of new areas in the future.

When devising consequences, make sure that they are consequenses that can be carried out, and ones that you can stick with. An example would be giving a child a time-out by restricting him to his room with the stipulation that he does not play with his toys. Unless you are going to sit in the room with him, you may have devised a consequence that cannot be enforced. Instead, it may provide a temptation to engage in a power struggle by setting up a situation in which the child will play with the toys to see whether or not he can get away with it. Another example is the mother who is frustrated by always having to go through her thirteen year old daughter's room to pick her dirty clothes off the floor when it is time to do the wash. It would be logical for the mother to state "Every Monday-Wednesday-Friday, I will do the family wash." If you have dirty clothes, they should be put in the dirty clothes hamper. Those people who do not do this will not get their clothes washed. If someone runs out of clean clothes, then they will choose the consequence of either washing their own or wearing dirty clothes." If the mother's self-image is caught up in her children always going to school in clean clothes, she will be unable to carry through with consequence. When this happens, the mother will only further reinforce irresponsible behavior.

A final concept is the importance of being patient. Anytime we begin to change behavior it will be a slow process. It is crucial that you are consistent. When you change your methods of operating, you are upsetting past patterns. The child will test you out to see if you will either remain consistent and stick with the new method, or if you will give up and go back to the old patterns. A key point in changing behavior is that often the behavior of the child will get worse before it gets better. When the testing behavior becomes the worst, it is often indicative that new methods of dealing with behavior are working. When you work at developing responsibility and shaping new behavior, you are engaging in a process which will take hold in time. Patience and consistency on your part are real keys to how successful you will be.

Activity #13: Choose two situations either at home or in your center where you feel you would like to alter a behavior that is frustrating to you and logical consequences would be appropriate. Work through these situations using logical consequences. Document:

1) What the existing situation is that you wish to change.
2) Indicate your understanding of the goals of the child(rens) behavior in the situation.
3) Choose a logical consequence and discuss how you implemented it.
4) Discuss the results:
   a) Were you tested by the child(ren)?
   b) Did the behavior get worse before it got better?
   c) Were you successful? If not, why? What could you do differently?

After doing, discuss with your Field Advisor. If possible, get together with others who are taking this package, as a group, to discuss with your Field Advisor. This way you will be exposed to a variety of examples where logical consequences were used. You can discuss how the consequences worked, or if not successful how you might restructure the situation more effectively.

VIII. COMMUNICATION AND LISTENING

A central focus of this package has been the importance of the parent in the development of the child's self concept. One way the parent can promote this development in a positive direction is to examine how and what he/she communicates to the child and how well he/she listens to what the child is trying to communicate. Effective communication and listening skills are often neglected by parents. When communication is muddled and listening is deemed as something only children should do, the result is often negative.

Communication can be verbal or non-verbal in nature. Verbal communication is the spoken response to another person's behavior. Non-verbal communication is the non-spoken responses. This may be the tone of voice, facial expressions, body posture, or hand gestures. Communication does not take place in isolation. It is a response to the behavior of another person. The message that we communicate in turn affects the behavior of that person, which in turn becomes another message from that person affecting our behavior. Thus we can never not communicate. Withdrawal or silence communicates something. Communication is a message about what we are internally feeling or experiencing. Lastly, communication takes place on two levels. The first level is that of literal content. This is the content of what we are saying(the words spoken). The second level is what we communicate about our communication. When we send a message we accompany our literal content with non-verbal messages which give clues to how the content is to be evaluated. The statement "I am fine!!" said in a cheerful positive tone would convey that the person is really feeling all right. The same sentence in a downtrodden tone of voice would indicate the opposite.

The problems to clear understanding are many. One of the biggest is that seldom do we ever stop and examine how we, or those around us, communicate. Communication is taken for granted. A second difficulty is that we tend to communicate

feelings or desires in general rather than specific terms. For example, a person might remark "No one gets to go outside until this mess gets picked up." Fair enough, but what exactly is "this mess." To the parent it may mean the whole general disarray of the house. To the child, it may mean only his bedroom. Thus the child responds by going to his room and puts it in order by picking it up. On his way outside, he is abruptly stopped and sternly told, "I thought I told you that you couldn't go outside until the mess was picked up." The ensuing fight and hurt feelings could have been avoided if the message would have been specifically stated. The message could have been more clearly stated by saying, "No one goes outside until your bedroom is cleaned and the toys are picked up and put away from the living room and den." This message clearly stated the expectations.

Dr. Thomas Gordon in his book Parent Effectiveness Training outlines a number of roadblocks to effective communication with children. In addition, he presents some specific methods as to how we can more effectively communicate with our children and in the process reduce many of the hassles and tensions that lead to family conflict. One of his first concepts is to determine who owns the problem. In any given interaction between two people, A and B, there may be three outcomes.

Outcome#1: There is no conflict or resulting problem for either person. Both A and B have their needs met.

Outcome#2: A does not have his needs met nor is satisfied with the behavior of B. In this instance A owns the problem. It is not a problem for B as it does not impose on B's needs.

Outcome#3: B does not have his needs met nor is satisfied with the behavior of A. In this situation B owns the problem. It is not a problem for A as it does not interfere with his needs.*

*Gordon, Thomas; Parent Effectiveness Training, Peter Wyden Inc.: N.Y., N.Y.; 1970 pp. 63-64.

To illustrate further:

> Teenage son comes home and is depressed. His girlfriend has broken up with him. In this case the problem is owned by the son and not by the parents.
>
> Four year old daughter engages in disruptive behavior during an afterdinner conversation with company. In this case her behavior is not a problem for her. Her need or goal of gaining attention is more than adequately being met. This situation is one in which the parent owns the problem. Daughter's behavior is a definite problem to the parents' need to converse enjoyably with the company.

The distinction in problem ownership is important to recognize from the point of learning how to deal effectively with the situation. In the first instance with the teenage son, effective listening would be highly useful.

Effective listening is a method in which you do little of the talking. Rather it is a process of clarifying feelings and facilitating the solution of the problem by the child. The parent in this situation is a sounding board, counselor, and is accepting of the child's solution. The parent may find it useful to use what Gordon terms "listening door openers." These door openers are words or phrases as, "I see," let's discuss it," "really" or "that sounds as if it is really important." Door openers are invitations for the child to tell you more. What Gordon terms "active listening" is a process of the parent trying to understand what the child is saying. The parent puts that understanding into his own words and sends it back to the child for verification. It is important to understand that the parent is only sending back what he thought the child meant and not an evaluatory message of his own.*

In the second example about the four year old daughter where the parent owns the problem, a different method must be used. Of greatest importance is to avoid commanding and put down statements. These types of statements will lead to greater conflict or in damaged self-concept. Instead of saying, "Suzy, you are acting like a baby! Go to bed or I'll spank," it would be more constructive to let the child know how you feel. This is best done by the use of the "I message." Often parents

*Gordon, pp. 47-53

only react to the child's behavior without letting the child know clearly why or what for. In the case of Suzy, an appropriate "I message" would be to say, "I am disappointed that you are not in bed. I cannot enjoy the conversation when it is interrupted." At this point, Suzy knows how her behavior is affecting you and it becomes input to her in deciding how to behave. It gives her an opportunity to respond to your feelings before cracking down on her. The message to Suzy might also be followed by responding to her need for attention by saying, "Let's say good night to the company and then I will take you to bed." If additional action is needed, the situation may then be followed by a logical consequence.

In no way should any of the approaches to more effective family living discussed in this package be seen as the magic answer. One approach may be appropriate in a certain situation and totally inappropriate in another. That same approach may work beautifully in one family or with one child and be a total failure in a second family, or even with another child in the first family. All people are unique; all children are unique; all families are unique; and the approaches discussed must be comfortable and appropriate to those persons involved in order to be effective. Each approach should be seen as a tool to help achieve more positive family relationships, and not as an end in itself. The real keys to positive self-concept in the family are the love, the commitment, and the caring each family member gives and receives.

BLOCKS TO THE COMMUNICATION OF FEELINGS

1. DIRECTING, ORDERING, COMMANDING ("You must...," "You have to..." "You will...")

2. WARNING, THREATENING, ADMONISHING ("You had better..." "If you don't, then...")

3. MORALIZING, PREACHING, OBLIGING ("You should..." "You ought" "It is your duty..." "It is your responsibility" "You are required...")

4. PERSUADING WITH LOGIC, ARGUING, INSTRUCTING, LECTURING ("Do you realize..." "Here is why you are wrong" "That is not right" "The facts are..." "Yes, but..")

5. ADVISING, RECOMMENDING, PROVIDING ANSWERS OR SOLUTIONS ("What I would do is..." "Why don't you..." "Let me suggest..." "It would be best for you...")

6. EVALUATING, JUDGING NEGATIVELY, DISAPPROVING, BLAMING, NAME-CALLING, CRITICIZING ("You are bad..." "You are lazy" "You are not thinking straight..." "You are acting foolishly" "Your hair is too long...")

7. PRAISING, JUDGING OR EVALUATING POSITIVELY, APPROVING ("You're a good boy" "You've done a good job" "That's a very good drawing" "I approve of..." "That's a nice thing to do")

8. SUPPORTING, REASSURING, EXCUSING, SYMPATHIZING ("It's not so bad..." "Don't worry..." "You'll feel better..." "That's too bad.")

9. DIAGNOSING, PSYCHOANALYZING, INTERPRETING, READING IN, OFFERING INSIGHTS ("What you need is..." "What's wrong with you is..." "You're just trying to get attention" "You don't really mean that..." "I know what you need..." "Your problem is...")

10. QUESTIONING, PROBING, CROSS-EXAMINING, PRYING, INTERROGATING ("Why.." "Who.." "Where..." "What..." "How..." "When...")

11. DIVERTING, AVOIDING, BY - PASSING, DIGRESSING, SHIFTING ("Let's not talk about it now" "Not at the dinner table" "Forget it" "That reminds me" "We can discuss it later")

12. KIDDING, TEASING, MAKING LIGHT OF, JOKING, USING SARCASM ("Why don't you burn the school down" "When did you read a newspaper last" "Get up on the wrong side of the bed" "When did they make you Principal of the school")

SOME SAFER WAYS

13. SILENCE (Passive Listening)

14. SIMPLE ACKNOWLEDGEMENT("Uh-huh," "I see," "Oh," "I understand")

15. DOOR OPENERS ("Tell me more about it" "Tell me more")

16. ACTIVE LISTENING

ACTIVE LISTENING

Instead of the commonly-used roadblocks that thwart communication, try active listening:

1. Learn to use door-openers that invite the child to say more and don't communicate the listener's own ideas or feelings: "I see, oh, mmhumm, really, you did, tell me more, let's talk about it, this seems important to you."

2. Once the door is open, keep it open. Learn how to feed back your understanding of the message you are receiving. Remember to feed back only what you feel the message means, nothing more, nothing less.

   Child: "When's dinner ready, Mom?"
   Mother: "You want to eat fast so you can play outside before bed-time."
   Child: "No, I didn't mean that. I'm really hungry."
   Mother: "Oh, I see. You're hungry. Dad won't be home for an hour. How about some crackers and peanut butter to tide you over?"
   Child: "That's a good idea."

   Child: (crying) "Jimmy took my truck away from me."
   Father: "You really feel bad about that - you don't like it when he does that."
   Child: "That's right."

3. When to use active listening:
   When the OTHER person is experiencing a FEELING
   When you WANT to listen and help
   When you are NOT UPSET
   When you feel ACCEPTING

4. Don't use active listening:
   To manipulate someone to feel what you think they SHOULD
   To get information from someone, then use it to convince, convert or persuade him
   When you are upset (You own the problem then)

5. Some common errors to watch out for:
   Repeating word for word, echoing or parroting words
   (Put THEIR FEELINGS into YOUR words)
   Responding without empathy, UNDERSHOOTING the feeling
   Responding with too much empathy, OVERSHOOTING
   Mistaking OPINIONS for FEELINGS (does it come from the head or the gut?)
   Agreeing or disagreeing
   Using it to get your own way

6. Why use active listening:
   To reduce the INTENSITY of negative feelings
   To establish a relationship
   To show ACCEPTANCE of the person and his feelings
   To show the person a constructive way to express his feelings
   To help the person know himself better, accept himself more, and thus increase his self-esteem

From Parent Effectiveness Training
by Thomas Gordon

Activity # 14: Complete the following exercises on listening and communication. Discuss your responses with your Field Advisor and others taking this package. This will enable you to get others' ideas and input and see the many alternatives possible in handling situations. The best resources you have are each other.

EXERCISE IN LISTENING FEELINGS

Below are some typical statements or actions that children often say or do. Read each one separately, trying to listen carefully for the feeling being expressed. Then in the right-hand column, write in the feelings, not content. Some of the statements may contain more than one feeling. Write in all the main feelings you hear.

EXAMPLE	"I hate this dumb puzzle. These dumb pieces just don't fit right."	Discouraged, Defeated, Frustrated

	S/HE SAYS/DOES	S/HE IS FEELING
1.	"Everybody else always gets to be first. I always have to wait until the end."	
2.	"Wow! We have to finish this whole building by snack-time!	
3.	"I can do it. Can I get the clay and start now?"	
4.	John was on his way to show his teacher the boat he had built. Another boy bumped into him. The boat broke. John attacked the other boy.	
5.	"My mommy will kill me. I ripped my brand new coat on the swing set."	
6.	Don showed his teacher his picture. She said: "You used too many colors. Your picture is crowded and sloppy."	
7.	Mary showed her teacher her picture. He said: "I see you used many colors. It is such a colorful picture that it makes me feel happy."	
8.	"Sherry took the tea set away from me."	
9.	"I really liked passing out the crackers. It was fun. I like helping you."	
10.	"I don't care what you say. I know butterflies build nests. My mommy said so!"	

	S/HE SAYS/DOES	S/HE IS FEELING
11.	"I don't know why I hit her, I didn't mean to do it."	
12.	"I want my doll. Where's my doll? I have to find my doll."	
13.	"Is this right? Is this how you do it? Mine looks funny, teacher!"	
14.	"I suppose I have to help her. She helped me but I really don't want to."	
15.	"Why do we always have to do this same old dumb stuff? Can't we ever do anything else?"	
16.	"Vickie and Marie won't let me come into the playhouse."	
17.	"I'm not gonna take my nap. I don't have to if I don't want to."	
18.	"I hate Jimmy. I don't ever want to play with him. Never ever!"	
19.	"I made this cake and you can't have any."	
20.	"Frank pushed me. I'm gonna bust him right in the mouth."	
21.	Terry's teacher reprimanded him for fighting. He picked up his crayons and threw them across the room.	
22.	"Look at my jet plane. Wow, see how high it goes!"	
23.	During free play, Brian turned the lights off, spilled a jar of paint, pinched three children.	
24.	Jerry is running in the room. He knocks over the easel and all the paint spills. A girl laughs and calls him a clumsy dumb-bell.	
25.	Another child knocks over Jim's block city that he has spent ages making. Jim gets the other child's coat and stomps on it.	

S/HE SAYS/DOES	S/HE IS FEELING
26. Rita asks the teacher for another cookie. The teacher says no. Rita wets her pants.	
27. Jim continues to play on the swings even though his teacher tells him twice to come in.	
28. Sharon goes in the teacher's desk at recess and takes two magic markers which she hides in her pocket.	
29. "I want the truck! Gimme the truck! Let go! Let go!" Chris throws himself on the floor and sobs.	
30. "Will you hold my hand when we go to the park?"	
31. "I'm not having any fun. There's never anything to do here."	
32. "I'll never be able to draw that clown as good as you do."	
33. "I shouldn't have bit him. I guess I'm just bad."	
34. "I can do it by myself. I don't need any help."	
35. "Go away and leave me alone. Nobody likes me."	
36. Becky makes a painting. Her teacher says, "It's beautiful. You're really a great artist." Becky rips up the painting and starts to cry.	
37. Sandra wipes the table after snacks all by herself, missing many crumbs. The teacher does it over.	
38. George is restless in class. He starts many projects but never finishes anything.	
39. Lucy comes to school everyday crying. She always has a different reason.	
40. Jennifer doesn't seem to concentrate on any kind of table work. She often destroys others' projects.	

Adapted from
Parent Effectiveness Training
by Thomas Gordon

EXERCISE IN UNDERSTANDING MESSAGES

Below are some typical situations that often occur when we relate to children. Read each one separately, trying to understand the situation. Write in the ineffective message sent: blaming or judging, sarcasm, ordering or giving answers, name-calling, etc.

Example: 5 year old leaves scissors on coffee table, baby picks up. Father: What's the matter with you, you idiot! The baby could have been hurt.

	Situation	Faulty Message
1.	Child comes home from playing with a friend at 6 p.m. after agreeing to be home by 4. Worried mother: "You sure can't be trusted. That's the last time you go anywhere after school! I've had it with your irresponsible behavior!"	
2.	Child is showing off when teacher comes to visit home. Mother: "You show-off. You'd better quit that right this minute or you'll be sorry!"	
3.	Child comes home from school with test he failed. Mother: "What a smart boy you are! Your problem is you don't listen to a word your teacher says!"	
4.	Child is upset because brother went skating without him. Father: "You should realize John has his own friends. Why don't you go watch TV?"	
5.	Child says at dinner, "You know, all of us are going to die some day. Even you Mom." Mother: "Eat your food. We don't talk like that at the dinner table."	
6.	Child has acted up at neighborhood coffee party. When they get home, Mother: "Get in here and explain why you want to embarrass your mother!"	
7.	Child is upset because toy broke. Father: "That reminds me of a toy car I had that broke. But that was the only toy I had. You have too many toys anyway. Quit your crying!"	

Situation	Faulty Message
8. Child comes downstairs ready for school. Mother: "What kind of an outfit is that! When did they make you the school clown?"	
9. Child is upset because he has no one to play with. Mother: "If I were you I'd make some friends. The way you act it's no wonder no one plays with you."	
10. Child comes home with a candy bar. Mother: "Where did you get that? Who gave that to you? How long have you had it? Are you <u>sure</u> you bought it?"	

EXERCISE IN SENDING EFFECTIVE MESSAGES

Now go back to exercise two and write a message you would give instead. Try to focus on how the child is making you feel or reflecting how you think the child is feeling.

Examples: From scissors incident in exercise two: "I really get upset when I see the scissors on the coffee table. I'm scared the baby might pick them up and get hurt."

IX. BUILDING SELF-ESTEEM IN THE FAMILY

Before continuing with this chapter, I'd like to share some thoughts about self-esteem. Self-esteem is the value I hold for myself. It is my concern and respect for my mind and my body. It is my feeling of uniqueness. It is my faith in myself to do that which will be most helpful. It is that which gives me the sense of security to look for and accept my not-well-developed parts of myself. It is that feeling that gives me the strength and courage to explore, to learn and discover. It is that feeling that provides the fuel to further develop my meaningfulness in life, to aid me in achieving purpose in life. It is my desire to live.

And so, as I have self-esteem and as I value myself, I may help others develop self-esteem and value for themselves. It is life's gift to be passed on from one to another. Like food, clothing and shelter, self-esteem is the sustenance of life.

So, how do you get it and how do you give it? It comes through learning to love.

During World War II, we confirmed the basic need for love. Babies born in England who were left in hospitals began to deteriorate and die even though they had sufficient medical services, food and shelter. They were dying from marasmus, the absense of love as expressed through early maternal care with physical contact.

With the first experience of love from its mother, the child identifies the feeling of satisfaction with himself. The child begins to feel that he is an object of worth. The child has had an experience of being lovable. As the experience is repeated the child comes to love himself. With this same experience, the child begins to be aware of his behavior which produces a loving response. When the loving response is provided by the parents, the child begins to perceive the world as loving and consisting of lovable persons. As he perceives himself as lovable, he perceives others as loving. It is a circular process, and one of perpetual motion, once begun.

But what does this word love mean? What is love? It is a learned, deep and positive emotional sense of involvement with another person. Yet it is more than a feeling. It is action. It is an expression of concern for our well-being. It is a desire to be a part of all of life's experiences, from joy to sadness. It is to seek knowledge. It is risking ourselves in order to be helpful to others. It is desiring to strengthen a relationship. It is attempting to walk in another person's shoes. It is attempting to accept persons different from oneself. It is allowing oneself to receive those love expressions from others.

When children learn to love early in their life, they also learn to provoke those responses in their world outside of their family. When they do not learn to love early, then they must be taught love by loving.

The early unconditional love from parents is the primary force for building self-esteem and maintaining that throughout life. Occasionally children do not receive sufficient amounts of that love, or they experience conditional love. Conditional love is expressed only when the child does that which pleases the parent. For example, "Mommy doesn't love you when you..." Conditional love is manipulative of child behavior, thoughts and feelings. It shows no respect for the child. Conditional love conveys a message of tenuousness. "Whether I love you or not depends." Such love is destructive to self-esteem. A person who loves conditionally conveys the message of, "You are important and worthwhile to me only when you act the way I want you to act." Children and adults cannot always be pleasing to one another. Such an unreasonable expectation may cause the child to be overwhelmed and question his ability to be a loveable person.

Conditional love also may cause problems in other areas of family relationships, particularly the marital relationship. When one spouse does not act according to the expectations of the other, the latter may withdraw love, e.g., "If that's the

way you're going to be!" Alientation occurs and communication breaks down, both of which need to be avoided if the relationship is to resolve the conflict. Conditional love facilitates the breakdown. Unconditional love facilitates resolution and helps maintain the posture of self-esteem for both persons. Criticize the behavior and maintain the love...and self-esteem.

SOCIALIZATION AND SELF-ESTEEM

The socialization process also helps build self-esteem. Socialization is that process of parent-child relationship whereby the child learns the stimuli and responses to a variety of social situations so that all persons may benefit from the experience. Moving from dependency to inter-dependency; moving from self-centeredness to responsiveness; and moving from immediacy to delayed satisfaction are examples of the socialization process.

In order for this socialization process to occur, three major need-provisions must occur. 1) The child must feel emotional security by having been provided that sense of security through love. 2) The child must be provided with information and opportunities to use that information in developing social skills. 3) The child must be provided a system of guidelines of limits within which to practice social relationships.

Emotional security is primarily met through the expression of love. More specific means to developing emotional security are: 1) responsiveness, 2) physical contact, 3) play, 4) affection (verbal and non-verbal), 5) acceptance, 6) understanding, and 7) respect. When this need is met, the child will have a self-image and an image of others as being worthwhile, pleasant, manageable, and stable. When this need is not met, the opposite view is developed. The child who is emotionally secure is satisfied, acts satisfied and provokes pleasantness. The child who is not emotionally secure is not satisfied, acts irritable and may be difficult to love. He badly needs those seven basic provisions.

There are some additional effects on the emotionally insecure child. 1) The personality tends to be less developed. 2) Maturity is slower. 3) Apathy and unresponsiveness are apparent. 4) Character strength is weakened. 5) The sense of self is depreciated. The unloved, insecure child becomes the unloving and suspicious adult.

Some parents ask to know the difference between appropriate emotional nurture and over-protecting or spoiling the child. With some parents this question even occurs during the child's infancy. E.g., "I don't want my 3 month old to get the idea he can be picked up everytime he cries." Withholding affection makes no more sense than withholding food. Would that same mother refuse to feed that youngster simply because of a hunger pain? Emotional hunger needs to be fed and satisfied as much as food hunger. Spoiling does not occur through providing attention and affection. The spoiled child is generally the result of the lack of emotional support and affection, one whose family tends to be authoritarian, intellectually rational and non-affectionate. Emotional deprivation results when the child lacks a sense of adequacy, worth and security and who perceives himself without esteem. The apparently "spoiled" child does in fact need emotional nurturing, even when he does not ask for it.

More specifically, what are some of the antecedents of self-esteem? Stanley Coopersmith has researched a number of high and low-esteem children. Here is what he has found.

High esteem families are characterized by:

1. High activity levels.
2. Assertive children.
3. Consistent enforcement of rules.
4. Parental decisiveness.
5. Greater possibility for all persons to dissent and disagree.
6. Independent behavior.
7. Exploring behavior.
8. Courage of their convictions.

Low esteem families were characterized by:

1. Overly submissive children.
2. Psychosomatic illness.
3. Highly obedient and passive children.
4. Conforming and accomodating children.
5. Very easy to get along with children.
6. Higher levels of anxious children.
7. More critical and destructive behavior.

Coopersmith expresses the foremost parental requirement to be tolerance of individual expression and behavior. "Self-worth and self-acceptance are the most important prerequisites of happiness and marital success."

RITUALS AND SELF-ESTEEM

The observance of rituals is directly related to the development and maintenance of self-esteem for both children and adults. The simplest rituals are those of interpersonal relationship skills. The recognition of another human being in daily mundane life is a ritual of most significance to the maintenance of self-esteem. The "hi's," "hellos," "goodbyes," "thank yous," "pardon me's," smiles, nods, handshakes, pats on the shoulder, are all examples of the simplest rituals. When they are not maintained, self-esteem is lowered.

Birthdays are rituals of special recognition of particular persons in which others receive some vicarious satisfaction. Not only does the child feel esteemed by others celebrating his birthday, but the celebrators also feel esteem by participating in the special recognition of another. Self-esteem is enhanced by the opportunity to give to another.

Holidays and family vacation days, even weekend days, may be days of ritual for all family members. To participate with a sense of joy, uniqueness and relationship results in mutual enhancement of the self-image.

PLAY AND SELF-ESTEEM

Sometimes the value of play escapes the awareness of the parent who is caught up in the concerns of the adult world. Play had a direct relationship and impact on self-esteem. For example, the simple game of peekaboo with the infant helps develop self-esteem. One way infants learn to feel secure away from parents is through peekaboo. Mother disappears behind a door, a blanket, etc. and it is fun. And so Mother may disappear for longer periods of time and the child is able to maintain a sense of security by anticipating Mother's return, as in peekaboo.

Toys and games give the child the opportunity to develop manipulative skills, a sense of self through fantasy, relationship skills that affect the sense of self-esteem. The satisfaction of pounding pegs through some holes to fantasizing driving a fire truck all aid the development of self-esteem. Adults involved in child play help to bridge or close the old generation gap. The mystique of the adult world becomes dissipated when Mom or Dad plays with the children.

A COMMUNITY OF DIFFERENTS

Family life has been bound in tradition for ages. Parents expect their children to maintain that tradition. Tradition provides stability to any culture. Tradition also interferes with social progress by inhibiting exploration, sometimes through the starving of self-esteem. To be like everyone else destroys individuality and uniqueness. Parents need to recognize that delicate balance between maintaining tradition and allowing and inviting a different way of life. As children become involved in life outside the family, they will increasingly rely on their unique ability to contribute a different point of view. As we share our different frames of reference we develop a more complete picture. Self-esteem helps us develop our unique frame of reference, and our unique frame of reference helps develop our self esteem.

A BASIC LIFE PHILOSOPHY AND SELF-ESTEEM

I now share with you the following two descriptions of a relationship which I ask that you use in assessing your relationship with children and other adults. I believe an adherence to one or both may produce a sense of self-esteem.

Activity #15: List some ways you can help build positive self-concepts among members of your own family. How could you apply one of the two life philosophies to your relationships with children?

THE GROWING RELATIONSHIP

Lyle Lauber

I am a growing person. I bid you to grow with me. As you possess worth, dignity, and humaness as I do.

I love you for who you are, not for what you can or cannot do.

I communicate my caring to you, whether you are successful or failing.

I make myself available, so that you can discuss your feelings, ideas, hopes, and fears with me, and I serve as a stimulus for you to look at yourself, as you do for me.

I let you see my humanness, not needing to wear a mask. I am I. Me. Another human being.

I can share with you all my weakness without fear of rejection.

I can disagree with you. You may disagree with me. We seek together life's answers.

I communicate that you're ok as you are. You don't have to wear a mask. "For I love you as you are. You are you. Be you."

I accept your slowness in loving tolerance, and hope that you, too, will accept my slowness the same way.

I will not pressure you to perform at my rate of speed, knowing that I too, am not always performing at the rate you would prefer.

I know you well. So, that when times arise where my pressure will assist you to grow, it can be applied tenderly and in a way that produces that growth. I am someone with whom you can share your feelings of anger, sorrow and frustration, without receiving a judgment such as "You'll get over it." At that moment I will listen and accept your need to feel and express without needing to say anything in response.

I desire to share your pain in life, as I desire to share your joy in life.

I am important and valuable as you are important and valuable in our relationshi

I understand and accept your not wanting to share at times. I allow you to be free to be yourself, your own person.

I am there when you need me. As you are there when I need you.

- A HUMAN BEING WHO SEEKS JOY AND LOVE

A Credo
For My Relationship With Another
T. Gordon

You and I are in a relationship which I value and want to keep. Yet each of us is a desperate person with his own unique needs and the right to try to meet those needs. I will try to be genuinely accepting of your behavior both when you are trying to meet your needs and when you are having problems meeting your needs.

When you share your problems I will try to listen acceptingly and understandingly in a way that will facilitate your finding your own solutions rather than depending upon mine. When you have a problem because my behavior is interfering with your meeting your needs, I encourage you to tell me openly and honestly how you are feeling. At those times, I will listen and then try to modify my behavior.

However, when your behavior interferes with my meeting my own needs, thus causing me to feel unaccepting of you, I will tell you as openly and honestly as I can exactly how I am feeling, trusting that you respect my needs enough to listen and then try to modify your behavior.

At those times when either of us cannot modify his behavior to meet the needs of the other, then finding that we have a conflict-of-needs in our relationship, let us commit ourselves to resolve each such conflict without ever resorting to the use of either my power or yours to win at the expense of the other losing. I respect your needs, but I must also respect my own. Consequently let us strive always to search for solutions to our enevitable conflicts that will be acceptable to both of us.

In this way, your needs will be met, but so will mine. No one will lose, both will win.

As a result, you can continue to develop as a person through meeting your needs, but so can I. Our relationship can always be a healthy one because it will be mutually satisfying. Thus, each of us can become what he is capable of being and we can continue to relate to each other in mutual respect, friendship, love, and peace.

Activity #16: Read one of these three books: Between Parent and Child by Hiam Ginott, Children: the Challenge by Rudolf Dreikurs and Vicki Soltz, or Parent Effectiveness Training by Thomas Gordon. Using the material in this package as a starting point, develop and implement a plan that in some way helps parents in your center to understand and strengthen self-concept within their families. This could be by planning and holding a parent meeting on a topic such as "What Does Self-Concept Mean?," "Developing Independence and Responsibility in Children," "Listening and Communicating with Children," etc, or by working closely with one family in strengthening self-concept among family members and keeping a log of your progress. Record what you do and share with your Field Advisor.

SUGGESTED READINGS

Virginia Axline	Dibs: In Search Of Self
Charles Brill	Indian and Free
Bruno Bettelheim	The Children of the Dream
Robert Coles	Children of Crisis
Rudolph Dreikurs	Children: The Challenge Encouraging Children to Learn A New Approach to Discipline: Logical Consequences The Challenge of Child Training Coping With Children's Misbehavior
Haim Ginott	Between Parent and Child Teacher and Child
Thomas Gordon	Parent Effectiveness Training
Thomas Harris	I'm OK - You're OK
Harrison-Ross and Wyden	The Black Child: A Parents' Guide
Muriel James and Dorothy Jongeward	Born to Win
Madsen and Madsen	Parents-Children-Discipline
Abraham Maslow	Toward a Psychology of Being
Carol Rogers	Person to Person On Becoming a Person
G. Patterson	Living with Children: New Methods for Parents and Teachers
Virginia Satir	People Making
Leontine Young	Life Among the Giants The Fractured Family Wednesday's Children

PACKAGE EVALUATION

1. In what ways has this package helped you to grow?

2. Were the goals of the package meaningful to you?

3. Were the readings outside of the package helpful?

4. Was the material in the package itself helpful?

5. Were the learning activities helpful?

6. What readings and activities or other resources should be added to this package or changed to make it a better learning experience for you?

FAMILY CONSTELLATION: Introductory Notes*

Alfred Adler was probably the first psychologist to suggest the idea that an individual's position in his family constellation play a major role in his development. The term "family constellation" is used to describe the dynamic relationship between each family member and other members of the family group.

The failures of one child are usually found beside the excellencies of the other. This suggests why children who are next to each other in ordinal position are often observed to be opposites.

The family constellation pattern reveals how each sibling has subjectively perceived his early environment and has chosen to react to it. A person's perceived position in his family constellation sheds light on his opinion of himself and others and his techniques for finding a place of acceptance and adequacy -- in short, his life style.

One child seeks success in areas where his sibling has been unsuccessful. The siblings who are most different, therefore, are competitors and those who are most alike are allies.

The most severe sibling competition may be found between first and second born children. According to the theory, the reason is that the first child is the only sibling to be "dethroned" as an only child. It is felt that as a result he is more likely to resent the presence of other siblings, especially the second born.

Competition may also be found between second and third born children. Adjacent siblings in the family seem to present more of a mutual threat than alternate siblings ... It should be noted that the same sibling competition which stimulates differences between adjacent siblings will promote similarities among alternate siblings.

The concept of sibling alliance and competition can be illustrated in the arena of school achievement. If one child in the family has distinguished himself as being a very high academic achiever, a competing sibling may make one of several responses. If there is a chance that the more successful sibling may be surpassed, the lower achiever may redouble his efforts and try harder to be the highest achiever in the family. If, on the other hand, the possibility of winning the achievement battle seems remote, the lower achiever may withdraw from the school achievement battlefield and attempt to find status in another arena of battle. The lower achiever may strive to become the most socially adequate sibling, the best athlete, or the highest achiever in some non-academic part of the school curriculum.

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*By Bill W. Hillman, University of Arizona, "The Family Constellation: A Clue to Understanding the Behavior of Elementary School Children."

FAMILY CONSTELLATION: Theoretical Descriptions of Family Members*

The First Child

The one who is often spoiled and given a great deal of attention. Because he has been an only child for a period of time and has been the center of interest, he may have difficulty when he becomes "dethroned" by another sibling and is forced to share the limelight. Because he is often given status, is entrusted with many responsibilities, and is often a supervisor of younger siblings, the eldest child is preoccupied with power and authority. He is conservative, and has a rigid view of the importance of rules and laws. The first-born child is seen as an initiator, conformer, and organizer. He is viewed as being reserved and being less able to join-in with others.

The Second Child

In sharp contrast to the first-born, the second child is said to be preoccupied with trying to catch up, as if he were in a race or under pressure to surpass the older sibling. He may succeed in this and actually become more successful than the first born. More often, however, he can never quite catch up, becomes discouraged, and developes a feeling of having been slighted. The second born is successful. Instead, he emphasizes areas in which his older sibling is weak. As a result, the first and second siblings tend to have opposite characteristics.

The Middle Child

The middle child, who is squeezed between two other siblings, has a special difficulty. He has neither the rights of the oldest nor the privileges of the youngest child. Because of his uncertain place in the family, he often feels that others neglect him and discriminate against him.

The Youngest Child

The youngest child may play one of two roles. He may be the spoiled, pampered baby who becomes the "boss" of the family by getting others to serve him through his helplessness. Or, he may compensate for weakness by out-doing all other siblings. Sometimes adults take too much responsibility and make too many decisions for the child or do not take him seriously.

NOTE: It is important to understand it is not the child's birth order per se which influences his personality development, but rather the situation into which he is born and the way he interprets it. Therefore, not all middle children will feel neglected, etc. Sometimes, one child will take on the traits expected of another in the birth order, because of an unusual event. For example, if the first-born is slow in developing, the second child may exert leadership.

*By Bill W. Hillman, University of Arizona, "The Family Constellation: A Clue to Understanding the Behavior of Elementary School Children."

OLDEST BROTHER OF BROTHERS (OBB)

He is a man's man: aggressive, assertive, in control at most times. He is the leader of men, whether he takes over by force or by cunning. He gets along well with other males, especially when they are not older brothers, and he usually prefers their company to that of women. He can accept the authority of a superior male, but only if he identifies with that authority. Otherwise, he is prone to look for loopholes in his boss's position and to try to undermine his power. Ultimately, he will want the power himself. The more brothers he has had, the harder it will be for him to settle for one girl. He may instead surround himself with women, but they will tend to be two-dimensional shadow figures. They will have to be obedient, respectful, and efficient; in no circumstances may they challenge his authority. The OBB is a perfectionist in most areas of his life. His environment must be kept in order; finances settled (he hates to be in debt), house in tiptop shape, relationships clearly defined. The OBB dislikes dependence on another person, and thus rarely seeks professional advice. When he is in the position of counseling others, he tends to take over and manage too much.

YOUNGEST BROTHER OF BROTHERS (YBB)

The YBB is capricious, willful, and sometimes petulant. He can be daring and imaginative, but also annoying and irritating. At first it appears that he will tolerate no one above him; he acts as if dependence and freedom are his greatest concerns. Yet on closer inspection it usually turns out that he needs superiors in order to react to them, to liberate himself from them; but as soon as he has done so, he will rush right back into the security they offer. He is an irregular worker, sometimes quite excellent in his achievements, and other times rather unproductive. He is at his best in free artistic or scientific endeavors, where his environment is taken care of by an impersonal institution, a benevolent boss, or a motherly female. The YBB is a soft one with women, a gentleman and a cavalier, even if he plays tough. He tends to be shy, awkward, almost innocent, and girls are often willing to give him more than he asks. Like any male raised with brothers only, the YBB does not really understand women. Even when he acts the wolf, he is in reality oblivious of women and their concerns. He does not want to know them well; all he wants is to be understood himself. Again, like an OBB, he will need male friends. So important are they that he will sacrafice a girl friend to keep a close male buddy.

OLDEST BROTHER OF SISTERS (OBS)

Love is the most important thing in life; it doesn't even matter what field he is in, so long as he can make a living. As a result, the OBS is much less hurt than the OBB would be if one of his enterprises fails. As long as he and his family survive, things can't be so bad. The OBS is a responsible worker, and he likes to do well. Still, only with a woman to win will achievement be worthwhile, and only in such cases will he take risks, be careless, or act courageously. Work without Muses is barren. He can accept authorities as long as they do not interfere in his private affairs; if he is in a position of authority himself, he is live-and-let-live. As you might expect, the OBS is kind and considerate with women. He can court for a long time without getting discouraged, and he is rarely ashamed of anything that he does for her. He has an expert sixthsense about woman's interest in him as well. Male friends matter less to the OBS than they do to men with brothers only. He is usually not one of the boys. After all, he thinks, there is nothing that men have to offer that could not be had as well or better from women.

YOUNGEST BROTHER OF SISTERS (YBS)

Girls absolutely adore him. They love him. They dote on him. They clean up after him. They keep house and cook for him, straighten out his files, and polish his shoes. No matter where he is or what he is doing, there is usually a female around to take care of his needs. The YBS is not a very regular or systematic worker, but where his abilities and interests are great, he is capable of great accomplishments -- provided that there is a motherly soul around to take care of the bare necessities (and there usually is). He can behave nice to women, but he behaves most of the time as if he doesn't need to. After all, they will take care of him anyway; there have been women taking charge of him as far back as he can remember. Since the YBS has always taken women for granted his courtship tends to be playful, peripheral, even mildly sarcastic. He likes to think that he is an endearing person, and in a way he is; he has a certain careless grace about him. The YBS is not particularly popular with male peers. They resent the way he takes help and support for granted. Only with men who are themselves juniors can the YBS avoid trouble and quarrels. He tends to be impatient with any philosophy of life. He does not believe in anything that presumes to take over an individual and change him. We are what we are.

OLDEST SISTER OF SISTERS (OSS)

When she cannot take charge of others and tell them what to do, she will be unhappy, angry, or sullenly silent. She radiates self-confidence and independence, but often she pretends to be surer of herself than she really is. She always has something to say on any topic, even when she is in a position of leadership. She is competent and responsible, and she gets things done efficiently. Other women will have to defer to her authority if they want her sympathy or even tolerance. She will work energetically to establish and maintain her power, and will not rest until she has surpassed these women in rank and accomplishments. She will heed the authority only of older males. Taken in all, she is a kind of queen. She will accept orders only from her king father (and perhaps a few lords) but she'll give orders to all princes and expect submission from all the princesses. Property and possession are less important to an OSS than are her people-siblings, children, friends. If she has not one to take care of and direct, she is unhappy and may feel useless and depressed. It is hard for men to approach her. She tends to rebuff advances, even when she doesn't mean to. Often she appears so strong and independent that she discourages suitors.

YOUNGEST SISTER OF SISTERS (YSS)

The YSS is a charming chameleon. She wants an adventurous and colorful life. She likes entertainment and change, and may seek them haphazardly and spontaneously. With her, nothing is settled; she can seduce men better than they. She is usually more traditionally feminine than the OSS (who may be too bossy) and the OSB (who may be too motherly). Although she wins men easily, she is too capricious and unstable to hold onto them. So in the final competition she tends to lose. She can be any kind of worker--excellent or erratic, a good sport or a sissy, a reliable colleague or a vicious tattletale. Only rarely is she a good leader. Overall, the YSS is quick and charming, willful and somewhat pretentious, gullible and emotional--and a brat. Her family and friends must always be ready for surprises. In spite of her great attractiveness to men, the YSS may have trouble in marriage. She has not been used to living with a male, so it will take a dominant and indulgent man to handle her--an oldest brother of sister perhaps.

OLDEST SISTER OF BROTHERS (OSB)

Like all first-borns, the OSB is independent and strong, but less conspicuously so. She is practical, concrete, and has a healthy egotism. She relates easily to men; they are important to her, and they tend to like her. Men flock to her, knowing that she is an excellent sport. Yet she doesn't want to compete with them; she prefers to assist them like some sort of mother or wise sister. At work, she does not exactly excel in speed or diligence, but colleagues love to have her around. She mediates between quarreling parties, intercedes with the boss, and tactfully calms a belligerent male. The OSB is far from being a mysterious and elusive female, and wields no great power of fascination. She looks so reasonable, responsible, friendly, and open--she acts with such common sense--that men sometimes do not notice that they are in love with her. She reminds them so much of home and mother that it doesn't occur to them to ask her to marry. Consequently, she will have to see to the proposing. If she has had many brothers, the OSB will want a whole flock of men around her in one capacity or another. She may become a professional hostess in men's clubs. She may become confidant to great scientists; after all, underneath that brilliance they're just children.

YOUNGEST SISTER OF BROTHERS (YSB)

The YSB is everything a man wants a girl to be: feminine, friendly, kind, tactful, submissive but not subservient. She is a good companion and a good sport. She may be extravagant, oblivious to a man's feelings, and occasionally selfish, but rarely when she has committed herself to a male. To a greater extent than other women, she is guided by her feelings and instincts, and may be their victim. If she falls for a man, even a notorious no-gooder, she cannot let him go. She will defend him against others and forgive him repeatedly. At work she is the ideal employee if she is under somebody's guidance. She is an excellent secretary, for example. She gets along well with male co-workers (they find her nice, charming, considerate, and fun), but women do not always like her. She is not on their side; she goes after the boss. Where the YSS shows traces of connivance or pretense in dealings with men, the YSB does not need to play the cutie. She really and naturally is one. Men therefore tend to adore her. Female friends matter very little. Boy friends will usually take her away from them, or she will arouse the girls' jealousy. But more often, she just does not seek them out.

THE ONLY CHILD

In the case of a male, the only child is used to being the favorite of two adults, his parents, their pride and joy. He is used to winning all possible support on a moment's notice. Hence, he will tend to believe at work, here, too, he should be the center of his peers' and his superiors' attention. He does not admit to it but may believe, not-withstanding, that his entire work situation has been arranged so that he may display his talents. Yet he does not mind revealing his faults and shortcomings either. He may even be blandly ready to make a fool of himself, as long as he succeeds in capturing people's attention.

Material possessions are of little importance in and of themselves. Implicitly he knows that his greatest assets, other than his own actual, and sometimes great talents, are his parents or those who come after them and are willing to take their part.

In the case of a female, the only child would show similar trends. She would tend to be somewhat more capricious, extravagant, and even selfish, more than other girls. It is rather difficult for her to understand what really goes on in other people's minds, except for those few who seem to understand hers. She may be obedient and responsible to her parents, but only if they are crazy about her, and they do on most occasions what she wants them to do. She comes to believe, tacitly or even loudly, that she is the most precious of all princesses, and there is hardly a prince who would be good enough for her. He may be subjected to every kind of humiliation for a test. Yet even after she has condescended to marry someone, she is prone to run back to her parents someday and have them to comfort her.

She is at her best with someone who loves her whims as part of the display of her beauty or charm, somebody who does not mind suffering all kinds of little tortures at her hands. Like her male counterpart, she too is prepared for all types of friends and spouses and yet for none, because she cannot really stand a peer. She can stand only parents.

INTERMEDIARY SIBLING POSITIONS

If a boy has been the OLDEST OF BOTH BROTHERS AND SISTERS, he combines characteristics of an OBB and of an OBS. He is on good terms with boys and girls alike -- somewhat softened in the perfectionism that he would demonstrate as the OBB, and softened too, in the OBS's dislike for comradeship, male gangs, or simply being one of the boys. He is a relatively kind and tolerant leader of men. In fact, he need not have a leading position at all and may sometimes still be happy. And he will not be, nor feel, quite as cool and irresistable to women as the OBB often does.

If a boy has been the YOUNGEST OF BOTH BROTHERS AND SISTERS, he tends to be a blend of both types of youngest brothers. He is somewhat less competitive with males than YBB's are, but also more successful in securing a steady female to take care of him, if nothing else. He also gets along better with boys, particularly seniors, and is less oblivious of all but his work or hobby than the YBS often is.

If a girl has been the OLDEST OF BOTH BROTHERS AND SISTERS, she tends to be less of a despot, but also less in need of a fatherly model in whose name she can rule over her peers, than the OSS. She will usually have more specific ideas about what the men obtaining her care and affection should be doing than the OSB does. She is less indifferent to the ways in which they achieve happiness at work or play. She may even be reasonably adept in their particular work or play herself.

If a girl has been the YOUNGEST OF BOTH BROTHERS AND SISTERS, she will frequently be more truly feminine and submissive than the YSS ever is, but she will also have some ambitions other than marrying out of attraction and love alone. She would be less prone than the YSB to marry a no-good just because he and she have fallen passionately in love with each other.

If a boy has had OLDER AND YOUNGER BROTHERS, but no sisters, he usually shows features of both and OBB and a YBB. He may even be somewhat confused about his position. What he would have in common with both the older and the younger, of course, is his lack of experience with girls. With the sex roles reversed, the same would hold for a girl who has had only OLDER AND YOUNGER SISTERS, but no brothers. Yet boy and girl alike may find it slightly easier than their oldest or youngest siblings to compromise with, or even settle for, the opposite sex.

If a boy has had OLDER AND YOUNGER SISTERS, but no brothers, he tends to be like both an oldest and a youngest brother of sisters. He will have trouble making friends with men. In some cases, especially when he has had a great many sisters, it may be hard for him to relate to girls other than his sisters. It may look to him as though he could not possible do better than he had it at home.

INTERMEDIARY SIBLING POSITIONS, CONT'D.

If a boy has OLDER BROTHERS AND YOUNGER SISTERS, he is somewhat like a YBB and like an OBS. These two portraits may even be in conflict within himself. He may be most comfortable with a split of the sexes in his family and even among his friends. Boys and girls should be separate and be permitted to move back and forth between them.

If a boy has OLDER SISTERS AND YOUNGER BROTHERS, he, too, has to assume a different rank for females and males, and may also tend to wish, or keep, them apart while being with them.

Middle siblings who are girls would show analagous trends. If they have had OLDER SISTERS AND YOUNGER BROTHERS, they tend to be submissive with their sisters and girls in general, but protective and motherly with the boys. If they are in the company of both sexes at the same time, they are likely to feel uneasy.

If middle girls have OLDER BROTHERS AND YOUNGER SISTERS, they will be in a similar conflict, but it may be less pronounced. They lead the girls' submission to the boys, so to speak, and there is usually little doubt in their minds that such a state of subordination is in order.